



Hawai'i State Foundation on Culture & the Arts
Arts Education Program
Artistic Teaching Partners Roster Application
2010-2011



GUIDELINES & INSTRUCTIONS

(The application forms are separate Word documents, downloadable at <http://www.hawaii.gov/sfca>)

Introduction to the Hawai'i State Foundation on Culture and the Arts (HSFCA) and the Arts Education Program

The mission of the HSFCA is: to promote, perpetuate, preserve and encourage culture and the arts, history and the humanities as central to the quality of life of the people of Hawai'i.

The purpose of the Arts Education Program is to advance the goal of ensuring that the arts are integral to the education of every student in Hawai'i. The Arts Education Program collaborates with government entities such as the state Department of Education and the University of Hawai'i, and with statewide non-profit arts organizations to support a wide array of arts education activities and services throughout the state.

What is the HSFCA Artistic Teaching Partners (ATP) Roster?

The ATP Roster is an adjudicated directory of Hawai'i professional teaching artists qualified to work in educational settings. The ATP Roster can be accessed on the HSFCA website: www.hawaii.gov/sfca under Arts in Education. Schools applying for an Artists in the Schools (AITS) grant are required to use a teaching artist from this roster. (Go to HSFCA website for more information on AITS Program.) The roster also serves as a resource for non-school organizations seeking qualified arts professionals for arts and educational programs.

What is an Artistic Teaching Partner?

Artistic Teaching Partners (ATP) are accomplished individual artists or non-profit arts organizations that deliver arts programs to schools; both exemplify artistic excellence as well as excellence in the engagement of students in the creative process.

Artists approved as Artistic Teaching Partners are qualified to:

- Conduct in-depth, standards-based residencies in K-12 schools in programs such as the DOE Artists in the Schools Program.

With appropriate professional development, Artistic Teaching Partners may be invited to:

- Mentor teachers and artists in developing and teaching standards-based arts integrated lessons; and/or
- Develop and present professional development workshops for teachers and artists.

Inclusion on the ATP Roster provides artists a way to promote themselves to schools and other organizations in the state. It is not a guarantee of employment. There are annual requirements for maintaining active status on the roster.



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Who Can Apply for the Artistic Teaching Partners Roster?

Hawai'i artists and non-profit arts organizations in the artistic disciplines of dance, drama (includes puppetry and storytelling), literary arts, music, or the visual arts may apply. Submittal of a Letter of Intent and resume is the first requirement. After panel and staff review of these materials, a limited number of applicants will be invited to submit a full application.

What are the Eligibility Requirements?

Individual Artists:

- Accomplished artist
- Legal resident of the State of Hawai'i at the time of application
- Must not be enrolled in a directly related undergraduate degree program of study
- Must have a minimum of two years experience working with students in educational settings at the time of application.

Arts Organizations:

- A not-for-profit [501(c)(3)] arts organization with an arts education program staffed by professional artists and/or arts educators who are Hawai'i residents
- Must have an office in the State of Hawai'i
- Must have a minimum of two years of experience working with students and educators in educational settings at the time of application
- Must have an employee who oversees professional development of staff artists and can guarantee their qualifications

HSFCA determines eligibility for the Artistic Teaching Partners, the decision for which is final.

The Artistic Teaching Partner application is a 4-Step Process

- Step 1: Submit Letter of Intent to apply and current resume
- Step 2: Artistic Excellence Review
- Step 3: Educational Excellence Review
- Step 4: Teaching Artist Observation

The peer review committees will include at least one professional artist in the applicant's arts discipline.

Applicants must be recommended at all four steps of the review process to be approved as an Artistic Teaching Partner.



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STEP 1
Letter of Intent

The first step in the ATP Roster application process is to submit:

- **Letter of Intent** along with,
- current resume (no more than 4 pages; include educational background, professional career as an artist and experience as a teaching artist).

Mail to: Artistic Teaching Partner Application
Hawai'i State Foundation on Culture and the Arts
Arts Education Program
250 S. Hotel Street – 2nd Floor
Honolulu, HI 96813

******* The postmark deadline is August 2, 2010 *******

Applications must be postmarked by the deadline or hand-delivered to the HSFCA office by 4:30 p.m. of the stated deadline.

Late, faxed, or emailed applications will not be accepted.

A panel will review all of the Letters of Intent and Resumes. Qualified applicants will then receive an invitation to move forward to Steps 2 and 3. **Do not proceed to Steps 2 and 3 until you receive a request from HSFCA to do so.**

FOR STEP 2 through STEP 4

Artistic Teaching Partner applicants invited to submit additional documentation materials must include the following:

- Evidence of Artistic Excellence – see Step 2 below for instructions
- Evidence of Educational Excellence – see Step 3 below for instructions
- **References** form and 3 letters; none prior to 2005
 - One reference of artistic excellence
 - One reference of teaching excellence
 - One reference of applicant's choice
- Organizations must submit a copy of their IRS 501(c)(3) Letter of Determination.



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**STEP 2
Artistic Excellence Review**

Artistic Teaching Partner applicants who are invited to continue on to Steps 2 and 3 must submit work samples that attest to the applicant's artistic excellence. Organizations must submit materials reflecting the artistic excellence of their teaching artists.

Explain how the work samples you are submitting are evidence of your artistic excellence using the **Arts Documentation Explanation** form. Do not submit documentation of your work as a teaching artist.

General Information for Artistic Excellence Documentation Submissions:

- Documentation should reflect your best professional work.
- Documentation should show the depth and range of your work that clearly defines your artistic excellence.
- Submit documentation of high quality. Images or DVDs that are poorly lit, CDs with background noise, etc. will hinder the panel's ability to review your documentation accurately.
- An artist may apply in more than one arts discipline.
- A separate application with appropriate documentation must be included for each artistic discipline for which an artist is applying.
- Acceptance in one artistic discipline does not automatically assume acceptance in all the applied artistic disciplines.
- You may want to send your documentation materials by a mailing service that has tracking capabilities, such as certified, priority, UPS, etc.
- Put your name on all documentation materials.
- Documentation materials will be returned to applicants provided appropriate self-addressed stamped packaging is included with submitted documentation materials.

Work samples will be accepted in the following formats:

- DVDs: 10 minutes maximum that may include 2 to 3 contrasting selections. Submit only one DVD, with segments of different work on different tracks. For group performances, clearly identify yourself on each segment of the DVD. For example, you might identify yourself by placement on the stage, by describing your clothing, the instrument you are playing or your role.
- Digital images on a CD for ten (10) separate works of art. Put in the order you wish them viewed, matching the Visual Art Documentation form. Detail images are acceptable, but not more than two or three views of the same work (detail images **do not** count as part of the 10 works of art). Collaborative work needs to be clearly explained as to the artist's specific role in the work. On the Visual Art Documentation form, submit the title, media, dimensions, description, and the year the artwork was completed.



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- Manuscripts, Scripts, Poems: 10 to 15 pages of prose, poems, or scripts. May include selections of more than one work but not more than 15 pages total. Submit typed examples of your work. Number the pages consecutively at bottom of page and do not staple or bind the pages.
- Audio CD: 10 minutes maximum that may include 2 or 3 contrasting selections. Submit only one CD, with segments of different work on different tracks. For group performances, clearly identify which instrument or voice is yours.

Specific Documentation Requirements for Each Discipline:

- *Dance*: Submit one DVD with 5-10 minutes of excerpts of your work; may want to include 2 or more contrasting selections. Please identify yourself as the performer or choreographer in these selections. Submit with the **Performing or Literary Arts Documentation Form**.
- *Literary Arts*: 10-15 pages of prose, poems or scripts. Submit with the **Performing or Literary Arts Documentation Form**.
- *Music*: Instrumentalists and vocalists submit one CD with 5-10 minutes of excerpts of your work; may want to include 2 or more contrasting selections. Please identify yourself as the performer, composer, arranger, etc. in these selections. Submit with the **Performing or Literary Arts Documentation Form**.
- *Drama*: (includes puppetry) Submit one DVD with 5-10 minutes of excerpts of your work in which you act or direct, or of a performance of a dramatic script written by you. You may also choose, if applicable, to submit 10-15 pages of a script written by you. Submit with the **Performing or Literary Arts Documentation Form**.
- *Storytelling*: Submit a CD or DVD with 5-10 minutes of excerpts of your work. Provide the titles and sources of your stories. We recommend that at least one of the stories be of your own creation and not an adaptation of a well-known folk tale or story. Submit with the **Performing or Literary Arts Documentation Form**.
- *Visual Arts*: (includes, but is not limited to painting, sculpture, clay, fiber art, printing, film or video, photography, mixed media, installations, digital graphics, cartooning, drawing). Submit CD with 10 different pieces of your works of art with no more than 2 details of artwork. If film, submit DVD with 5-10 minutes of excerpts of your work. Submit with **Visual Art Documentation Form**

See "Step 2 Evaluation Form: Artistic Excellence" for evaluation form panel uses.

If your art form does not readily lend itself to the media described above, please contact the HSFA at 808.586.0768.



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STEP 3

Educational Excellence Review

Applicants invited to continue on with Steps 2 and 3 are required to submit a sample 8-lesson Unit Plan outline and one detailed lesson plan from that unit. Applicants will be scheduled for an interview with a panel of experienced arts education peers.

Artists in the Schools residencies are usually 8 sessions. Design an 8-session residency and summarize it in the **Unit Plan** template. Choose one of the lessons in the unit to describe in detail, using either the **Arts Lesson** or the **Arts Integrated Lesson** template. Use the "Arts Lesson" template if you are designing an arts-only lesson. Use the "Arts Integrated Lesson" template if you are designing an arts lesson that integrates content from another area of the school curriculum, e.g. language arts, science, social studies, math.

The Educational Excellence interview is a dialogue between the peer-panel and the applicant regarding the applicant's arts teaching experience with particular attention to how the applicant engages students in the creative process of his/her discipline.

Applicants will discuss the sample lesson plan and unit plan that they submitted with their application. Be prepared to also discuss your educational and artistic philosophy, the artist's role vs. the classroom teacher's role, etc. Interview process is 30 to 60 minutes. See "Step 3 Evaluation Form: Interview" for interview questions. Applicants accepted at the Education Excellence Review level will be scheduled to teach a sample lesson in a classroom situation (Step 4).

STEP 4

Teaching Artist Review

A peer review panel will observe the applicant teaching a sample lesson in a classroom. Artist will be evaluated as to how well he/she/they engage all students in the creative process through a well-planned, standards-based fine arts lesson. Communication and instructional skills, classroom management, preparedness, flexibility, punctuality are important considerations in the evaluation process. See "Step 4 Evaluation Form: Artist Observation."

After Step 4 is completed

ATP Roster applicants who successfully complete all four steps of the application process will be notified of their acceptance as an Artistic Teaching Partner.

Artistic Teaching Partners shall submit a photo and artistic and educational information to be included on the on-line ATP Roster. The Roster will be available on-line at <http://www.hawaii.gov/sfca>, and also on the Hawai'i Arts Alliance website www.hawaiiartsalliance.org.

Artists and arts organizations are responsible for updating their information for the website via email to Vivien Lee, HSFCA Arts Program Specialist: vivien.lee@hawaii.gov.



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Artistic Teaching Partners Selection Criteria

Panelists' evaluation of applicants will consider the following:

Artistic Excellence and Experience

- Has formal training and/or years of experience in an arts discipline
- Demonstrates a high level of quality in one or more artistic disciplines.
- Maintains a healthy body of work as appropriate to the art form and cultural community

Teaching Excellence and Experience

- Demonstrates a high level of teaching skill with K-12 public school students of diverse characteristics, abilities and interests
- Uses developmentally appropriate teaching strategies to engage students in the creative process
- Developed a lesson plan that is based on fine arts standards and introduces vocabulary, concepts, skills and techniques of their art form through creating, performing/exhibiting and responding/reflecting
- Has classroom management skills, is dynamic, paces activities appropriately
- Gives feedback to students that prompts quality work
- Is flexible and makes adjustments in teaching method or use of resources if the classroom situation requires change
- Can make connections between the arts and other academic subjects

Communication and Organizational Skills

- Is articulate and informative in written and verbal responses to application questions
- Communicates effectively with students and teachers
- Is organized, on time, prepared, etc.

Other

- Has credible and appropriate references, and strong letters of recommendation
- Overall application is complete and of high quality

Writeable Word doc forms to be completed by applicant

See instructions in these Guidelines before completing.

Forms downloadable from website: <http://www.hawaii.gov/sfca>:

1. **Letter of Intent** (Step 1)

*****Do not submit #2-6 until requested*****

2. **References** (Step 2)
3. **Arts Documentation Explanation** (Step 2)
4. **Performing or Literary Arts Documentation** OR
Visual Arts Documentation (Step 2)
5. **Arts Lesson Plan** template OR



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- Arts Integrated Lesson Plan template (Step 3)
6. Unit Plan Outline template (Step 3)

Helpful Resources

Evaluation documents that panel uses (pdfs attached):

1. Step 2 Evaluation Form: Artistic Excellence (for individuals)
2. Step 2 Evaluation Form: Artistic Excellence (for organizations)
3. Step 3 Evaluation Form: Interview (for individuals)
4. Step 3 Evaluation Form: Organization Interview (for organizations)
5. Step 4 Evaluation Form: Artist Observation

Other web resources that may be helpful:

1. ARTS FIRST Toolkit - <http://www.hawaiiartsalliance.org/index.php/ecenter/toolkit/>
2. Hawaii Content and Performance Standards III (HCPS III) – <http://standardstoolkit.k12.hi.us/index.html>

Maintaining ATP Roster Status

Upon acceptance on to the ATP Roster, the artist or arts organization shall do the following annually:

- Engage students in the creative process (in dance, drama, literary arts, music, or visual arts) during a residency of 8 or more sessions (5 sessions if secondary) in public schools including charter schools
- Attend one or more professional development workshop for Artistic Teaching Partners (selection of which may be specified by the HSFCA)
- Update biographical and contact information with the HSFCA
- Complete required reports, evaluations, and/or documentation for each residency in a timely fashion to the HSFCA Arts Education Program

AND shall:

- When asked, provide lesson plans for residencies and demonstrate the ability to execute them in an educational setting as observed by an ATP evaluation team
- Maintain career as a professional artist
- Adhere to the policies and statutes of the State of Hawai'i, the Hawai'i Department of Education and the Hawai'i State Foundation on Culture and the Arts

Questions?

Please call Vivien Lee, Arts Program Specialist (808.586.0768), or email vivien.lee@hawaii.gov



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About the Hawai'i Artists in the Schools (AITS) Residency Program

Since 1969, the Artists in the Schools Program has been an integral part of the Hawai'i Department of Education. In 2007, responsibility for the AITS Program was transferred to the Hawai'i State Foundation on Culture and the Arts (HSFCA). Each Spring, all public schools, including public charter schools are eligible to apply for an AITS grant of up to \$6,000. AITS is supported by state general funds with matching funds from the Hawai'i Community Foundation.

Schools applying for an AITS grant are required to use an artist from the HSFCA Artistic Teaching Partners (ATP) Roster of accomplished artists and arts organizations who have successfully completed a rigorous application process. Artists are not DOE employees; they are independent contractors.

In an AITS residency, the teaching artist engages a core group of students (core group = same group of students for all lessons) for 5 (for secondary) to 8 (for elementary) or more sessions, in standards-based fine arts lessons—visual arts, dance, drama, music, and literary arts—that connect to other core curriculum and/or provide enrichment to the school's arts program. The purpose is not only to spark students' awareness of and interest in the arts, but also to develop students' knowledge and skills in the arts. The emphasis is on students *doing* art.

The ATP Roster and AITS application forms are on the HSFCA website – www.hawaii.gov/sfca.

Compensation

- Schools that receive AITS Program grants must contribute at least 10% (in cash, not in-kind) of the grant amount towards residency expenses
- Payment to artists is calculated on a per session fee. (Session = a core group of approximately 25 students in a classroom for a time period of 45 to 60 minutes.) The artist's fee is to be negotiated by the school and artist.

Residency Procedures /Requirements

- Schools proposing an AITS residency should contact an ATP Roster artist and write the application together
- Minimum of 5-8 sessions with a core group of students; does not need to be consecutive days
- Classroom teacher(s) and teaching artists should collaborate on the residency plan
- Create standards-based lesson plan for each session of the residency
- Teachers are required to be in the classroom at all times during the residency
- Must follow all DOE/school procedures
- General Excise Tax License required. Applications at the Hawai'i Department of Taxation.
- An invoice is required prior to payment
- DOE requires background checks and fingerprinting
- DOE requires a TB clearance

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Step 2 Evaluation Form: Artistic Excellence - Individuals

Applicant: _____ Panelist: _____

Criterion	Description	Low rating	High rating	Notes
Practicing <ul style="list-style-type: none">• Art work submitted• Arts Documentation Explanation	Provides evidence of accomplishment as a practicing artist	1	2 3 4 5	
Training <ul style="list-style-type: none">• Resume• Letters of reference	Academic evidence or other documentation reflects high level of artistic accomplishment <ul style="list-style-type: none">• College degree; certification• Training - professional courses• Keeping current (through professional development, classes, etc.)• Apprenticeship with master	1	2 3 4 5	

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Step 2 Evaluation Form: Artistic Excellence - Organizations

Applicant: _____ Panelist: _____

Criterion	Description	Low rating	High rating	Notes
Practicing <ul style="list-style-type: none">• Art work submitted• Arts Documentation Explanation	Provides evidence of accomplishment as a practicing artist	1	2345	

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Step 3 Evaluation Form: Interview - Individuals

Applicant: _____		Panelist: _____					Date: _____	
Question	Rating					Notes		
	Low rating	1	2	3	4		High rating	
1. We have viewed your evidence of artistic excellence. Tell us about your artistic roots, artistic philosophy, and sources of inspiration.	1	2	3	4	5			
2. Why do you want to share your work with children?	1	2	3	4	5			
3. Briefly share a compelling teaching experience in the classroom that has influenced you as a teaching artist.	1	2	3	4	5			
4. a. What do you want students to know as a result of your residency (e.g., vocabulary, historic content, how to care for paintbrushes, etc.)? b. What do you want students to be able to do as a result of your residency (e.g., mix colors, write an original poem, etc.)? c. What do you want students to appreciate as a result of your residency (e.g., that they can be an artist, that classical music is interesting, etc.)?	1	2	3	4	5			
	1	2	3	4	5			
	1	2	3	4	5			

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Question	Low rating _____ High rating					Notes
	1	2	3	4	5	
5. What do you think the role and responsibility of the classroom teacher should be before, during, and after your residency?						
6. Please explain your residency plan outline and how your lesson plan fits into it. (Tell us how your residency plan and lesson plan are organized, and how you embed Creating, Performing/Exhibiting, and Responding.)						
7. How do you assess students' learning during the residency?						

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Step 3 Evaluation Form: Interview - Organization

Applicant:		Panelist:					Date:	Notes
Question	Low rating					High rating		
1. We have viewed the evidence of your organization's artistic excellence. Tell us about your organization's mission and philosophy.	1	2	3	4	5			
2. How does your work with children fit in with your organization's mission?	1	2	3	4	5			
3. Who is in charge of your training and what are his or her qualifications?	1	2	3	4	5			
4. Referring to the materials that you have provided, a. describe how you select your teaching artists. b. describe how you train your teaching artists. c. describe how you evaluate your teaching artists.	1	2	3	4	5			

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Question	Low rating _____ High rating					Notes
	1	2	3	4	5	
5. For each art form that your organization teaches, a. what do you want students to know as a result of your residency (e.g., vocabulary, historic content, how to care for paintbrushes, etc.)? b. what do you want students to be able to do as a result of your residency (e.g., mix colors, write an original poem, etc.)? c. what do you want students to appreciate as a result of your residency (e.g., that they can be an artist, that classical music is interesting, etc.)?	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
6. Describe how your organization develops the residency plans for and with your teaching artists.	1	2	3	4	5	
7. What is the expected relationship between your teaching artists and the classroom teachers	1	2	3	4	5	
8. Explain the objective of your residency and how your lesson plan addresses the objective.	1	2	3	4	5	

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Questions	Low rating _____ High rating				Notes
	1	2	3	4	
9. Explain the balance of Creating, Performing/Exhibiting, and Responding in your residency.				5	
10. How do your teaching artists assess students' learning during the residency?	1	2	3	4	5

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Step 4 Evaluation Form: Artist Observation

Name of Artist or Organization		Location of Observation		Name of Observer		Name of Classroom Teacher	
Grade Level		No. of Students		Date of Observation			
Criteria	Poor	1	2	3	4	Excellent	Notes
1. Communicates clear instructions about what the students are expected to do.	1	2	3	4	5	<ul style="list-style-type: none"> - Introduces focus of lesson. - States and repeats expectations. - Models examples. - Checks for student understanding. - Uses and refers to visual materials (chart paper, posters, etc.). - Defines procedures for discussion. - Uses age appropriate vocabulary. 	
2. Delivers instructions dynamically.	1	2	3	4	5	<ul style="list-style-type: none"> - Varies voice inflection and volume. - Makes eye contact with students. - Exhibits energy and enthusiasm through voice and body 	
3. Prepares the classroom in a manner that facilitates learning.	1	2	3	4	5	<ul style="list-style-type: none"> - Groups students effectively. - Materials are set up. - Utilizes classroom space appropriately. 	
4. Allows appropriate time for activities.	1	2	3	4	5	<ul style="list-style-type: none"> - Allots appropriate amount of time for each step in the lesson, given complexity of the tasks, student interest and student understanding/competence. 	
5. Uses appropriate sequence of activities that build toward the lesson objective.	1	2	3	4	5	<ul style="list-style-type: none"> - Includes exploration, revision, and practice/rehearsal, when sharing or performing is involved. - Each activity builds on, and unfolds logically from, prior activities. 	
6. Transitions smoothly between activities.	1	2	3	4	5	<ul style="list-style-type: none"> - Prepares students for next activity. - Moves students effectively into groups or another place in space. 	
7. Encourages individual choice and creative solutions.	1	2	3	4	5	<ul style="list-style-type: none"> - Provides multiple opportunities to explore choices. - Asks open-ended questions. - Instills confidence and ownership. - Models and encourages artistic risk-taking. 	

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8. Gives feedback that challenges students to do quality work.	1	2	3	4	5	<ul style="list-style-type: none"> - Prompts students to do things differently. - Provides specific feedback based on student work. - Asks for clarification. - Checks for understanding. - Uses questioning techniques. 	
9. Engages students in responding to artwork (student work or art exemplar).	1	2	3	4	5	<ul style="list-style-type: none"> - Provides opportunities for students to observe, describe, interpret, and/or evaluate artwork. 	
10. Uses arts vocabulary throughout the lesson.	1	2	3	4	5	<ul style="list-style-type: none"> - Uses vocabulary (elements and principles) appropriate to the art form. 	
11. Fosters an atmosphere of mutual respect and caring.	1	2	3	4	5	<ul style="list-style-type: none"> - Emphasizes cooperation, focus, responsibility, and respect. - Creates a safe environment. - Divides attention among students. - Shows sensitivity to individual student needs. 	
12. The lesson plan is based on one or more of the grade level fine arts benchmark.	1	2	3	4	5	<ul style="list-style-type: none"> - See lesson plan. 	
13. The lesson plan was congruent with the lesson plan implementation.	1	2	3	4	5	<ul style="list-style-type: none"> - See lesson plan (Allow for situations in which artist may need to digress from lesson plan). 	
14. On-time	YES	NO (- 5 points)					
15. Dressed appropriately	YES	NO (- 5 points)					

Is there anything you would like to tell us about your lesson today?

Recommendation -

Total points: _____/65

Approve: ☐
Comments:

Do not approve: ☐



The first step in the Artistic Teaching Partner Roster application process is to submit this "Letter of Intent" along with a current resume. The postmark deadline is **August 2, 2010**. A panel will review all of the Letters of Intent and resumes. By **August 19** a limited number of applicants will receive an invitation to submit their full application. Please do not submit forms for Steps 2-4 until requested to do so. Please do not staple, fax or email application materials.

Section A - Applicant Information

Applicant Name:			
Mailing Address:			
Phone:		E-mail:	
Website:			
Contact Person (Organizations only):			

Applying as (check one:)

☐ Individual Artist

- Accomplished artist
- 2 years teaching experience or more
- Resident of the State of Hawai'i
- Not enrolled in an undergraduate degree program in the art in which I am applying

OR:

☐ Arts Organization

- 501(c)(3) organization (copy of IRS Determination Letter attached)
- Office located in the State of Hawai'i
- 2 years of teaching experience by staff of professional artists/arts educators who are Hawai'i residents

Check the arts discipline in which you are applying (Only 1 per application):

- | | | |
|--------------------------------------|--|--|
| <input type="checkbox"/> Dance | <input type="checkbox"/> Music | <input type="checkbox"/> Literary Arts |
| <input type="checkbox"/> Visual Arts | <input type="checkbox"/> Drama (including Puppetry and Storytelling) | |



Section B - Areas of Experience and Expertise

Please place an "x" in one of the four columns for each item, using the following scale:

- Level 1 = No Experience
- Level 2 = Limited to Moderate Experience / Beginning to Moderate Level of Expertise
- Level 3 = Significant Experience / Solid to Strong Level of Expertise / Highly Competent
- Level 4 = Extensive Experience / Master Level Expertise / Can train others in this area

Category	Level 1	Level 2	Level 3	Level 4
AGES/GRADES				
Pre-K				
K-2				
3-5				
6-8				
9-12				
INTEGRATED CURRICULUM				
Literacy/Reading/Writing				
Math				
Science				
History/Social Studies				
Other Arts Disciplines				
Other:				
PROFESSIONAL DEVELOPMENT				
Leading classes for Teaching Artists				
Leading classes for K-12 Teachers				
SPECIALIZED POPULATIONS				
Special Needs/Disabilities				
English Language Learners				
Other:				



Section C – Narrative Questions. Please Provide Specific Answers to the Following. Use no more than 3-4 double-spaced pages for this section. (Boxes will expand as you type).

FOR INDIVIDUALS:

1. Describe your artistic work. Also describe your artistic roots, artistic philosophy, and sources of inspiration.

2. Describe your experience working with students. Include how you developed your skills as a teaching artist.

3. Have you ever taught a multi-session residency (5 sessions or longer) for students? If so, what grade level and where?

4. What do you hope to accomplish through a residency?

5. Describe a typical 45-minute lesson with students.

6. Have you attended any professional development for teaching artists? If so, when and what workshops?

FOR ORGANIZATIONS:

1. Describe your organization's mission and philosophy.



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STEP 1 FORM

LETTER OF INTENT

2. Describe your organization's educational work with children. How often and in what schools? How does your work with children fit in with your organization's mission?

3. Does your organization provide professional development for artists working in schools? Who is in charge of your teaching artist training and what are his or her qualifications?

4. Describe how you select, train, and evaluate your teaching artists.

5. What do you hope to accomplish through a residency?

6. Describe a typical 45-minute lesson with students.

7. Have you attended any professional development for teaching artists? If so, when and what workshops?

Send Sections A, B and C, and your current resume to:

Vivien Lee, Arts Program Specialist
Hawaii State Foundation on Culture and the Arts
250 S. Hotel St., 2nd floor
Honolulu, Hawaii 96813

Postmark deadline: August 2, 2010

Questions? Call Vivien Lee at 808-586-0768 or email vivien.lee@hawaii.gov



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STEP 2 FORMS

ARTS DOCUMENTATION EXPLANATION

(This form is a Word doc, downloadable at www.hawaii.gov/sfca)

Name	
-------------	--

How is the arts documentation you are submitting evidence of your artistic excellence? You may want to put your artwork in context; describe your role in creating the artwork, particularly if you are a director, conductor, or choreographer. (Box will expand as you type. You are limited to this page only).

--

Sample



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STEP 2 FORMS

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PERFORMING OR LITERARY ARTS DOCUMENTATION

Name	
-------------	--

Review instructions for submitting documentation.

Describe the work to be reviewed including your artistic role, etc. Provide track #s and times, as appropriate.

<input type="checkbox"/> Audio CD	Describe:
<input type="checkbox"/> DVD	Describe:
<input type="checkbox"/> Literary	
<input type="checkbox"/> Prose	Describe:
<input type="checkbox"/> Poems	Describe:
<input type="checkbox"/> Script	Describe:



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VISUAL ART DOCUMENTATION

Name	
-------------	--

Review instructions for submitting documentation.

Provide the applicable information about each image (10 different works of art.)

Additional images of details of the ten artworks may be submitted. For conceptual work or installations, include a brief description. IMPORTANT: Be sure the # on this form corresponds to the order on the CD.

Artwork #1 Title: Media: Dimensions: Date Completed: Description:	Artwork #2 Title: Media: Dimensions: Date Completed: Description:
Artwork #3 Title: Media: Dimensions: Date Completed: Description:	Artwork #4 Title: Media: Dimensions: Date Completed: Description:
Artwork #5 Title: Media: Dimensions: Date Completed: Description:	Artwork #6 Title: Media: Dimensions: Date Completed: Description:
Artwork #7 Title: Media: Dimensions: Date Completed: Description:	Artwork #8 Title: Media: Dimensions: Date Completed: Description:
Artwork #9 Title: Media: Dimensions: Date Completed: Description:	Artwork #10 Title: Media: Dimensions: Date Completed: Description:



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Artwork #11 Title: Media: Dimensions: Date Completed: Description:	Artwork #12 Title: Media: Dimensions: Date Completed: Description:
Artwork #13 Title: Media: Dimensions: Date Completed: Description:	Artwork #14 Title: Media: Dimensions: Date Completed: Description:
Artwork #15 Title: Media: Dimensions: Date Completed: Description:	Artwork #16 Title: Media: Dimensions: Date Completed: Description:
Artwork #17 Title: Media: Dimensions: Date Completed: Description:	Artwork #18 Title: Media: Dimensions: Date Completed: Description:
Artwork #19 Title: Media: Dimensions: Date Completed: Description:	Artwork #20 Title: Media: Dimensions: Date Completed: Description:



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STEP 2 FORMS

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REFERENCES

Name	
------	--

*Include, in your application package, three letters of reference, none dated prior to **2005**, from the following persons--*

Artistic Excellence Reference:

Name	
Title	
Address	
City/State/Zip	
Phone(s)	
Email	

Teaching Excellence Reference:

Name	
Title	
Address	
City/State/Zip	
Phone(s)	
Email	

Your Choice Reference:

Name	
Title	
Address	
City/State/Zip	
Phone(s)	
Email	



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STEP 3 FORMS

(This form is a Word doc, downloadable at www.hawaii.gov/sfca)

ARTS INTEGRATED LESSON

Name			
-------------	--	--	--

Title:	Grade:	Art Discipline:	Time Frame:

Lesson Objective: [Students will _____ (arts strategy) in order to _____ (content area objective)]

GLO(s):

Arts Benchmark (Topic, Code, Text):			
Rubric based on Arts Benchmark:			
Advanced	Proficient	Partially Proficient	Novice

Content Area Benchmark (Topic, Code, Text):			
Content Area Rubric:			
Advanced	Proficient	Partially Proficient	Novice

Key Arts and Content Area Vocabulary:
--

Classroom Set Up:
Materials & Equipment needed:
Prior to this lesson, students need to know:
Teaching Tips:



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STEP 3 FORMS

ARTS INTEGRATED LESSON (CONTINUED)

Formative Assessment Tasks:

# Minutes	Procedure	Create	Perform	Respond
	Closing Reflection with students:			

Responding (Questions to ask students before, during, or after an activity in the lesson to elicit their thinking about their own work or about work they are studying):

Step 1: Describe	Step 2: Interpret	Step 3: Evaluate



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STEP 3 FORMS

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ARTS LESSON

Name	
-------------	--

Title:	Grade:	Art Discipline:	Time Frame:
Lesson Objective: [Students will _____ (arts strategy) in order to _____ (content area objective)]			

GLO(s):

Arts Benchmark (Topic, Code, Text)			
Rubric based on Arts Benchmark:			
Advanced	Proficient	Partially Proficient	Novice
Key Arts Vocabulary:			

Classroom Set Up:
Materials & Equipment needed:
Prior to this lesson, students need to know:
Teaching tips:



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STEP 3 FORMS

ARTS LESSON (CONTINUED)

Formative Assessment Tasks:

# Minutes	Procedure	Create	Perform	Respond
	Closing Reflection with students:			

Responding (Questions to ask students before, during, or after an activity in the lesson to elicit their thinking about their own work or about work they are studying):		
Step 1: Describe	Step 2: Interpret	Step 3: Evaluate



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STEP 3 FORMS

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UNIT PLAN OUTLINE

The Lesson Plan you submit is part of an 8-session residency plan (aka unit plan). Please use this form to summarize, in one or two sentences, each of the other lessons in the plan. Indicate which one is the Lesson Plan you submitted.

Unit Title:	Grade:
Art Discipline:	

GLO(s) – if applicable
Arts Benchmarks (Topic,Code,Text):
Core Area Benchmarks (Topic,Code,Text): if applicable
Overview of Unit: In this unit, what do you want students to know and be able to do?

Lesson #	Summary of Lesson Content
1	
2	
3	
4	
5	
6	
7	
8	